

December 1, 2015



Legislative Report

Charter and Innovation Zone

Schools in Iowa

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INTRODUCTION

Charter school legislation was passed in Iowa during the 2003 session. It allowed for ten (10) charter schools in Iowa. The 2006 legislative session lifted the charter school cap to twenty (20); however, no funding was allocated. During the 2009 General Assembly, the charter school law was expanded to Innovation Zones, which are a public attendance center established by a consortium which must include at least two school districts and an area education agency. During the 2014-2015 school year, there were three (3) public charter schools in the state of Iowa. Schools with public charter school status are:

1. Northeast Iowa Charter High School: West Central Community School District
2. Prescott Elementary Charter School: Dubuque Community School District
3. Storm Lake / Iowa Central / Buena Vista Early College High School: Storm Lake Community School District

An approved charter application constitutes, at a minimum, a four-year enforceable, renewable contract between a local school board and the State Board of Education. The chart below illustrates the current status and timelines.

Charter	School District	Charter Status Year	Renewal Status	Next Charter Period	Next Renewal Year
Storm Lake Early College Charter	Storm Lake CSD	2005-2006	Renewed 2010 2014	2014 - 2018	2017-2018
Northeast Iowa Charter School	West Central (Maynard)	2005-2006	Renewed 2009 2013	2013 - 2017	2016-2017
Prescott Elementary Charter School	Dubuque CSD	2006-2007	Renewed 2010 2014	2014 - 2018	2017-2018

During the Iowa State Board meeting on May 14, 2015 the Iowa State Board of Education approved the conversion of the West Central Community High School to a 9-12 Charter school ([Request for Change in Charter](#)).

The purpose of a charter school shall be to accomplish the following:

- Improve student learning.
- Increase learning opportunities for students.
- Encourage the use of different and innovative methods of teaching.
- Require the measurement of learning outcomes and create different and innovative forms of measuring outcomes.
- Establish new forms of accountability for schools.
- Create new professional opportunities for teachers and other educators, including the opportunity to be responsible for the learning program at the school site.

- Create different organization structures for continuous learner progress.
- Allow greater flexibility to meet the education needs of a diverse and constantly changing student population.
- Allow for the allocation of resources in innovative ways through implementation of specialized school budgets for the benefit of the schools served.

Iowa's public charter schools are guided by goals developed by Iowa's original charter school application to the United States Department of Education (USDE), the State Board of Education, Iowa Code, and goals outlined by each charter school. In its initial charter school application to the USDE, the Iowa Department of Education (DE) outlined five goals. These goals are:

- Establish charter schools during the next three years representing a diversity of programs.
- Provide technical assistance for charter schools throughout development and implementation.
- Collect and analyze outcomes of the charter schools again, at a minimum, the state goals for school and student improvement.
- "Incent," document, and disseminate best or promising practices.
- Grow the Public Charter Schools Program beyond initial pilots.

Iowa's charter schools are a part of the State's program of public education and:

- Meet all application federal, state, and local health and safety requirements and laws prohibiting discrimination on the basis of race, creed, color, national origin, gender, sexual orientation, gender identity, marital status, socio-economic status, disability, and religion.
- Operate as non-sectarian, non-religious public schools.
- Are free of tuition and application free to Iowa resident students between the ages of five and twenty-one (5-21) years.
- Are subject to and comply with Chapters 216 and 216A relating to civil and human rights.
- Provide special education services in accordance with Chapter 256B.
- Are subject to the same financial audits, audit procedures, and audit requirements as a school district.
- Are subject to and comply with Chapter 284 relating to the Student Achievement and Teacher Quality program.
- Are subject to and comply with Chapters 20 and 279 relating to contracts with and discharge of teachers and administrators.
- Are subject to and comply with the provision of Chapter 285 relating to the transportation of students.
- Are subject to and comply with the provisions of Chapters 21 and 22 relating to open meetings for Charter Advisory Council meetings.

As a part of its application, each public charter school has developed goals for the charter school. These goals are specific to each charter, which does not allow for comparison between or among charter schools. At the end of each school year, Iowa charter schools complete an end-of-the-year report documenting progress toward each of its goals in accordance with Iowa Code 256F.10 (1) which states: *A charter school or innovation zone school shall report at least annually to the school board or innovation zone consortium, advisory council, and the state*

board the information required by the school board or innovation zone consortium, advisory council, or the state board. The reports are public records subject to chapter 22.

This report serves as an update on the progress of the three charter schools in Iowa in accordance with Iowa Code 256F.10 (2) which states: *Not later than December 1 annually, the state board shall submit a comprehensive report with findings and recommendations to the general assembly. The report shall evaluate the state's charter school and innovation zone school programs generally, including but not limited to an evaluation of whether the charter schools and innovation zone schools are fulfilling the purposes set forth in section 256F.4, subsection 2. The report also shall contain, for each charter school or innovation zone school, a copy of the charter school or innovation zone school's mission statement, attendance statistics and dropout rate, aggregate assessment test scores, projections of financial stability, the number and qualifications of teachers and administrators, and number of and comments on supervisory visits by the department of education and describes self-reported progress each school has made towards its goals.*

NORTHEAST IOWA CHARTER HIGH SCHOOL (REPORT SUBMITTED BY DISTRICT)

West Central School District
P.O. Box 54
305 Pember St.
Maynard, IA 50655

Report completed by Stuart Fuhs – High School Principal on 10/16/2015

CHARTER'S MISSION:

To produce a literate, lifelong learner who is visionary and productive, aware of self, accepting of cultural differences, sensitive to others, and who applies knowledge to make morally responsible decisions in an ever-changing global society.

DESCRIPTION OF CHARTER:

Northeast Iowa Charter High School consists of a partnership between Northeast Iowa Community College and West Central High School for 11th through 12th grade students to provide unlimited learning opportunities producing a high qualified work force.

Financial Stability: This district does not have a negative unspent authorized budget.

Number of Teachers: Three full-time (3 FTE) are funded through the Charter but are employees of the district. Two additional teachers are employed as adjunct instructors to teach language art and speech courses. The remaining instructors are employed by NICC with classes being taught face-to-face at West Central or one of NICC's campuses. The charter also utilizes on-line offerings, hybrid courses, internships, the ICN and other delivery system.

Qualifications: All teachers hold Iowa licenses.

Number of Administrators: 1 (FTE)

Qualifications: Administrator holds an Iowa license.

STUDENT ACHIEVEMENT AND GOALS

The primary design of the Northeast Iowa Charter High School is to provide students with career academics and pathways with a post-secondary institution that gives them access to rigorous and relevant courses not available at West Central. It provides students with a fast track to completion of post-secondary training in either an AA or four-year course of study beyond PSEO options. Students have access to expanded programming specific to career orientated areas based on current business and industry standards and needs. Programs and courses not available in the resident district, West Central, are provided by Northeast Iowa Community College. Instruction included the integration of upper level math, science and technical reading skills into vocational coursework. The partnership with NICC had resulted in a more rigorous

and relevant curriculum for the students. The anticipated results were for improved student achievement in math, reading and science; which has been achieved. In addition, students with special needs and other at-risk students are provided with employability skills training, vocational training and remedial math and English courses for success in high school and post-secondary courses. NICC provides access to their Development Educational Program which delivers extensive transition strategies, tutoring and specialized services to the students. Students in the West Central's Learning Success Center, (an alternative diploma option for students who desire a high school education and are struggling in the regular school setting), also have the opportunity to participate in the Charter School, which will lead them into completion of a post-secondary training program.

The partnership between the Charter School, local district, and Northeast Iowa Community College provides students with a combination of local offerings, college campus offerings, and distance learning opportunities that would not be possible at just West Central or with the Senior Plus legislation. It is basically a school within a school that prepares the students for the ever changing workplace structure. This is done by providing each student with an individualized plan of instruction to meet each of their unique needs and aspirations. The original plan was based on concepts generated by Tech Prep, School-to-Work and *High Schools That Work* research. Since then, STEM programs and Project Lead the Way objectives have been incorporated as well. Plans are underway to have a West Central teacher provide Project Lead the Way courses to all area schools through the Regional Academy for Math and Science in Oelwein, IA. The anticipated result will be continued improvement in achievement scores for math, science and reading and preparation for success in engineering disciplines.

The opportunity for students to enter the labor market with high skills at an earlier stage in their career at a minimum level of expense has proven to be a huge success for this charter school. The support of faculty, Northeast Community College & West Central administration, school board members, community business leaders and parents for the Public Charter School is 100%. Following are the goals of the charter and the results:

First Year of Charter: 2005-2006

Charter Renewal Dates: 2008-2009, 2012-2013

Students Enrolled in Charter: 42 (2014-2015)

Forty of Forty Three (42/43) seniors and juniors were enrolled in the Charter in 14-15, for a 98% participation rate. They took a total of 975.5 college credits. An average of 23.2 credits were taken by all juniors and seniors in the charter for 2014-15.

Senior demographics:

Total N: 13 (13 of 13 graduating seniors in 2015 took charter classes for 100% percent participation)

Males 8; Females 5

Low SES: <10

IEP: <10

Minority: <10

Junior demographics:

Total N: 30 (29 of 30 took charter classes for 96.6% percent participation)

Males 18; Females 12

Low SES: <10

IEP: <10

Minorities: <10

Total Percentage of All Drop-outs (7-12) for West Central School District: 0%

**NORTHEAST IOWA CHARTER HIGH SCHOOL
GOALS AND PROGRESS**

GOAL 1: Increase the percent of graduates who complete post-secondary training from West Central Community School District.

PROGRESS: See chart below for detailed information regarding the number of students and post-secondary credits earned by graduation.

Northeast Iowa High School Charter: Senior Credits

<p>Senior Class 2004: 28 graduates 17 took college courses 5 earned 15 hours credit or more 0 earned 30 hours credit or more 0 earned 40 hours credit or more</p>	<p>Senior Class 2005: 18 graduates 9 took college courses 3 earned 15 hours credit or more 0 earned 30 hours credit or more 0 earned 40 hours credit or more</p>
<p>Senior Class 2006: 23 graduates 22 took college courses 16 earned 15 hours credit or more 3 earned 30 hours credit or more 0 earned 40 hours credit or more</p>	<p>Senior Class 2007: 33 graduates 30 took college courses 22 earned 15 hours credit or more 12 earned 30 hours credit or more 3 earned 40 hours credit or more</p>
<p>Senior Class 2008: 33 graduates 30 took college courses 22 earned 15 hours credit or more 12 earned 30 hours credit or more 3 earned 40 hours credit or more 2 earned AA degrees</p>	<p>Senior Class 2009: 22 graduates 22 took college courses 14 earned 15 hours credit or more 8 earned 30 hours credit or more 3 earned 40 hours credit or more</p>
<p>Senior Class 2010: 23 graduates 22 took college courses 5 earned 5 or more credits 3 earned 15 hours credits or more 3 seniors earned 30 hours credit or more</p>	<p>Senior Class 2011: 23 graduates 15 totaled 348 credits 5 earned over 6 credits 2 earned over 20 credits 5 earned over 30 credits 2 earned over 50 credits</p>

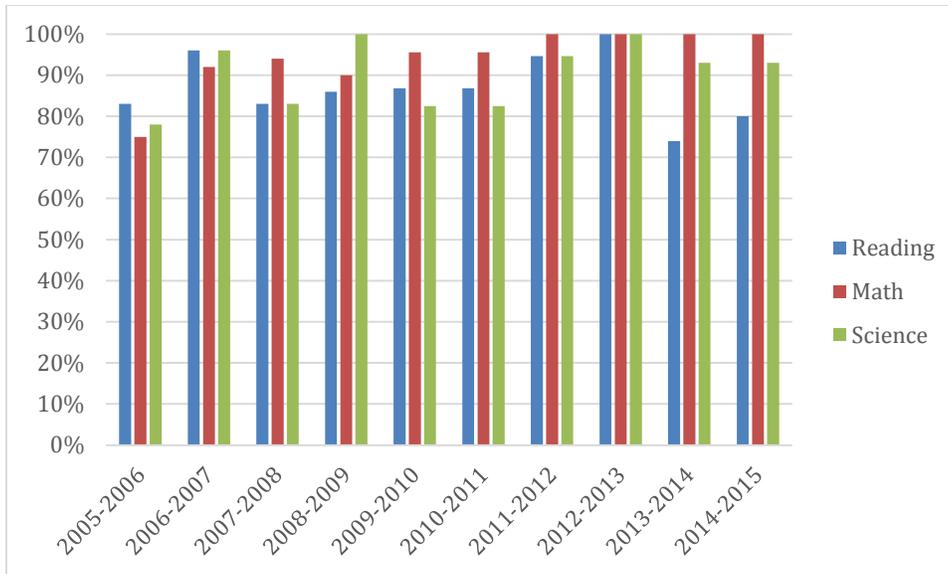
<p>Senior Class 2012: 26 graduates 23 of 26 took 469 credits 16 earned 15 hours of credit or more 7 earned 30 hours of credit or more 1 earned more than 40 hours of credit</p>	<p>Senior Class 2013: 23 graduates 22 totaled 715 credits 7 earned 15 hours of credit or more 6 earned 30 hours of credit or more 7 earned 40 hours of credit or more 2 earned over 50 credits</p>
<p>Senior Class 2014: 28 graduates 27 totaled 786 credits 22 earned 15 hours of credit or more 13 earned 30 hours of credit or more 6 earned 40 hours of credit or more 2 earned over 50 credits</p>	<p>Senior Class 2015: 13 graduates 13 totaled 536 credits 12 earned over 15 hours of credit 9 earned over 30 hours of credit 6 earned more than 48 hours of credit 5 earned their AA degree (64 credit hrs.)</p>

GOAL 2: Continue to raise Iowa Assessment proficiencies for 11th grade students in reading, mathematics, and science.

PROGRESS: Iowa Assessment scores for 11th grade charter students increased in science, mathematics and reading.

Northeast Iowa Charter High School: Percentage of Junior Class Charter Students Proficient in Reading, Mathematics, and Science on Iowa Assessments

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Reading	83%	96%	83%	86%	86.8%	86.8%	94.6%	100%	74%	80%
Math	75%	92%	94%	90%	95.6%	95.6%	100%	100%	100%	100%
Science	78%	96%	83%	100%	82.5%	82.5%	94.6%	100%	93%	93%



GOAL 3: Provide special needs and at-risk students with the opportunity to develop individualized courses of study working toward a high school diploma and developing employability skills.

- **Graduation rate for charter school students is 100% since inception in 2005.**

PROGRESS:

11th Grade- Iowa Assessment Proficiencies for 2014-2015:

	<u>All Student</u>	<u>Low SES</u>	<u>IEP</u>
Reading	80%	85%	33%
Math	100%	100%	100%
Science	93%	100%	67%

Total Senior Students Earning College Credits compared to Low SES and IEP Senior Students

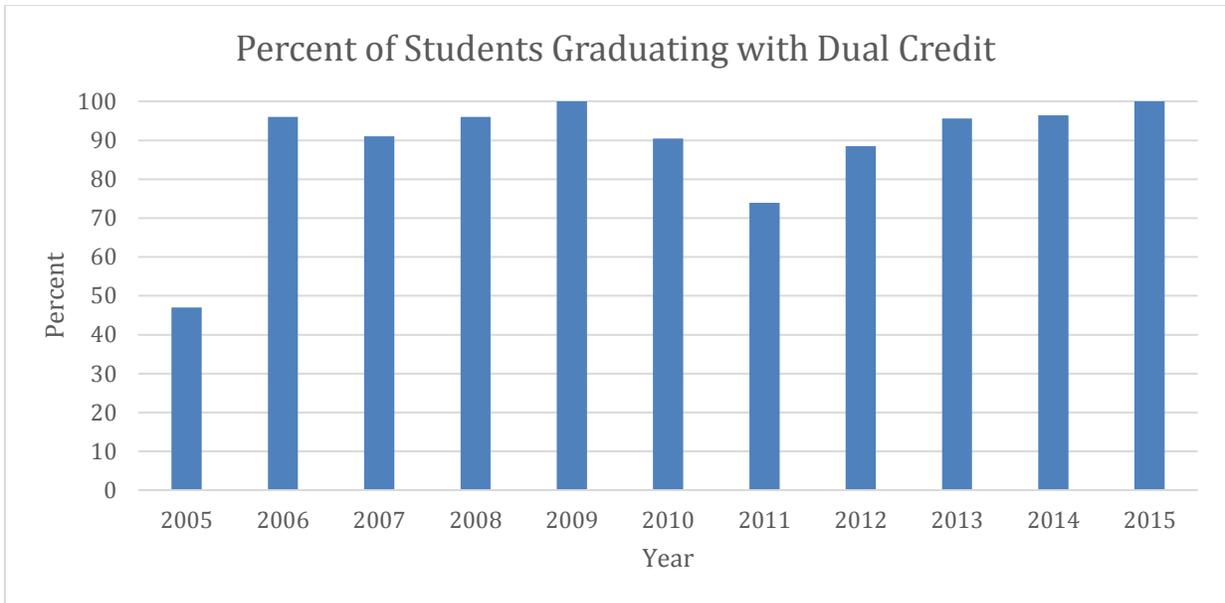
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
All Seniors	30 of 33	22 of 22	22 of 23	15 of 23	23 of 26	22 of 23	27 of 29	13 of 13
Low SES	3 of 4	3 of 3	3 of 3	4 of 4	7 of 7	7 of 7	5 of 5	5 of 5
IEP	3 of 5	4 of 4	4 of 4	2 of 2	0 of 1	1 out 1	2 of 2	1 of 1

GOAL 4: Increase the percentage of students that graduate with a dual concentration of vocational and academic credits.

PROGRESS: The number of students graduating with dual concentration increased from forty-seven percent (47%) in 2004-2005 pre-charter to more than eighty-eight (95.6%) in 2012-2013. Data indicates that the charter is providing increased opportunities for students who are low income and who have IEPs, as well as students in the general population.

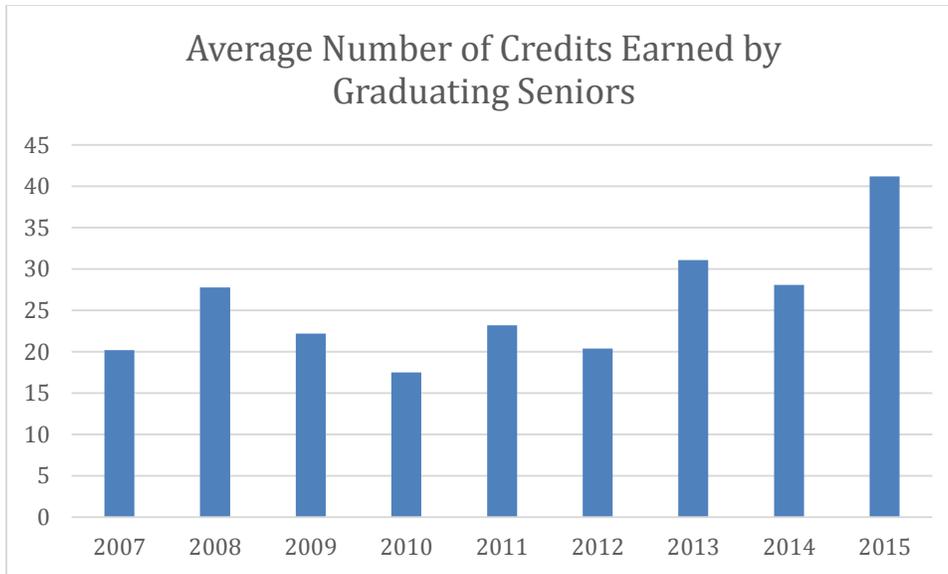
Northeast Iowa Charter High School: Students Graduating with Dual Concentration

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
All Seniors	8 of 17 47%	22 of 23 96%	30 of 33 91%	29 of 31 96%	22 of 22 100%	19 of 21 90.5%	15 of 23 73.9%	23 of 26 88.5%	22 of 23 95.6%	28 of 29 96.4%	13 of 13 100%
Low SES	< 10 25%	< 10 100%	< 10 100%	< 10 75%	< 10 100%	< 10 66.6%	< 10 62.5	<10 100%	<10 100%	<10 100%	<10 100%
IEP	< 10 0%	< 10 50%	< 10 60%	< 10 60%	< 10 100%	< 10 75%	< 10 40%	<10 0%	<10 100%	<10 100%	<10 100%



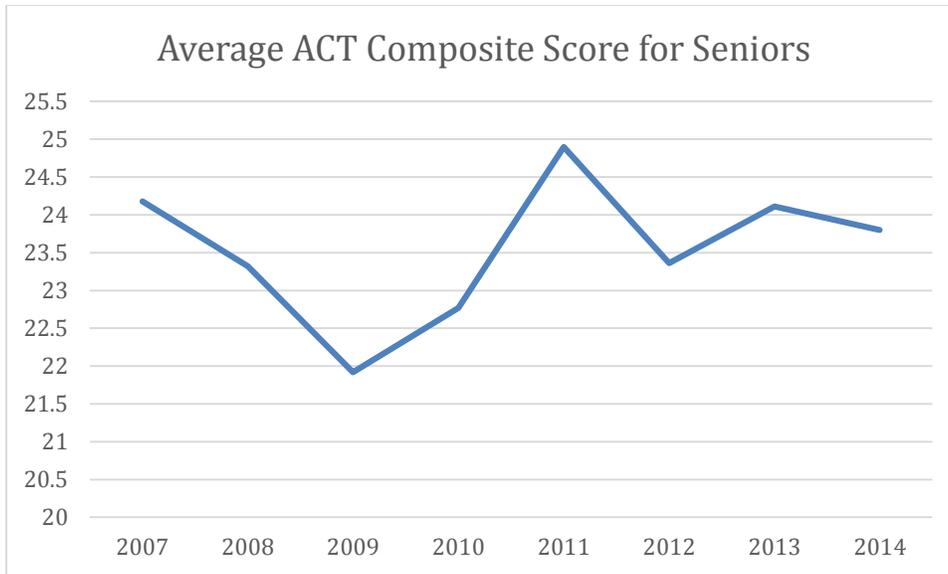
Total Charter Credits earned/ student average # of credits earned: 9 year charter trend-line data

	2006-07 Cr./Student Aver. # Cr	2007-08 Cr./Student Aver. # Cr	2008-09 Cr./Student Aver. # Cr	2009-10 Cr./Student Aver. # Cr	2010-2011 Cr./Student Aver. # Cr	2011-2012 Cr./Student Aver. # Cr	2012-2013 Cr./Student Aver. # Cr	2013-2014 Cr./Student Aver. # Cr	2014-2015 Cr./Student Aver. # Cr
All Seniors	666/33 20.2 Cr	861/31 27.8 Cr	488/22 22.2 Cr	367/21 17.5 Cr	348/23 23.2 Cr	469/23 20.4 Cr	715/23 31.1 Cr	786/28 28.1 Cr	536/13 41.2 Cr.

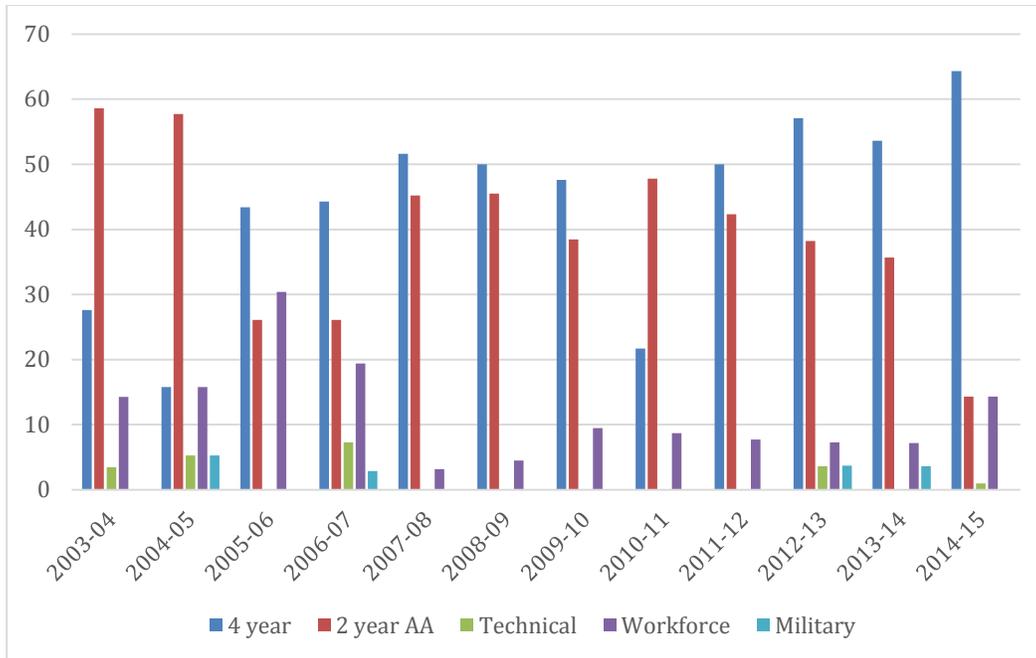


ACT DATA: A total of 15 seniors, or 53.6% of the class of 2014, has taken the ACT for a class total average of 23.07. 11 out of 15 seniors taking the ACT, or 73.3%, scored at or above the cut-score of 20, which is the cut-score used to indicate probable success in college. 10 of the 15 were above the national average score of 21 and 10 of the 15 were above the state average score of 22.

	2007	2008	2009	2010	2011	2012	2013	2014
ACT Participation Rate	16 of 39 44.44%	19 of 31 61.29%	12 of 22 54.54%	9 of 21 52.38%	8 of 23 34.8%	14 of 26 53.8%	15 of 23 65%	9 of 13 69.2%
Average ACT Score	24.18	23.32	21.92	22.77	24.9	23.36	24.11	23.8



Post-Secondary Graduation Intentions with Two Years of Pre-Charter Data (Percentage)												
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
4 year	27.6	15.78	43.4	44.3	51.6	50	47.6	21.7	50	57.1	53.6	64.3
2 year AA	58.6	57.7	26.1	26.1	45.2	45.5	38.44	47.8	42.3	38.2	35.7	14.3
Technical	3.45	5.26	0	7.3	0	0	0	0	0	3.6	0	1
Workforce	14.28	15.78	30.4	19.4	3.2	4.5	9.5	8.7	7.7	7.3	7.2	14.3
Military	0	5.26	0	2.9	0	0	0	0	0	3.7	3.6	0



Is the charter school an effective, viable organization with effective leadership?

The charter school has impacted almost all the students who attend the West Central School District. The charter has an active board that is committed to providing educational opportunities to those that wish to participate. The Advisory Board meets regularly to review data on the charter school and make further recommendations to increase its effectiveness.

What role has the Advisory council played in the school?

The advisory council reviews all the data and helps give direction to the charter. In the spring of 2011 the council made recommendations to organize nights where all the stake holders (college staff, parents, students) could meet and discuss offerings. The results of those meetings saw a spike in interest and increased involvement by the students.

Are parents, students, teachers and other stakeholders satisfied? How is information and input gathered from parents?

We receive constant feedback from our many stakeholders as to their satisfaction with the charter. Our students are asked to evaluate the college courses they take and their instructors. We are made aware of the results. The Deans at the college attend our advisory council meetings and provide feedback. Our parents are required to review course selections and must give their approval.

We survey graduates at one year and five years and have received very positive comments on the opportunities made available through the charter. Most comment on how great the opportunity was to take courses on campus and at West Central. The experience they gained has helped them immensely in their post-secondary choices. Our parents participated in a school climate survey in 2011 and were very positive about the educational opportunities made available to their children. Their support for the charter school is overwhelming.

Is the school financially sound?

The Northeast Iowa Charter High School is fully funded to meet the needs of its students. The West Central School District does not have a negative unspent authorized budget. The charter school has the full support of the school board, community, and parents. The school board is determined to keep the solvency ratio of the school district positive.

Describe the successes and challenges the charter school has experienced since its inception? What impact have these had on the charter school and its future?

Some might point to the six students that were able to obtain their AA degree by the summer they had graduated from high school as our biggest achievement. But the success of a special education student, who neither parent had ever taken a college course, is our brightest moment. As a senior with just elective credits remaining to graduate from high school, we were able to help get her on her way to a career in Early Childhood Education. We took her to campus and met with the program coordinator and helped her register for sixteen college credits. We transported her to campus and she made the dean's list that spring. She completed her diploma program the following year and her AA degree the following year. Today she is employed as a preschool teacher something she always dreamed about.

The biggest challenge has been the coordination between the many course offering and delivery systems available to our students. Our students have opportunities to take college course on the Calmar campus of NICC, in the Regional Academy of Science and Math (RAMS) in Oelwein, at West Central High School where classes can be face to face or on the ICN and through online offerings that might be a hybrid, synchronized or the traditional online format. The future of the charter has been adjusted since last year. We are now going to be West Central Charter School that will incorporate all grades 9-12. We did this in part due to so many sophomores taking charter classes and being able to guide freshman to incorporate charter classes into their high school plan of study.

Some qualitative data:

- As a result of the Charter School, more students are transferring to higher education with more college credits than ever before.
- Students are taking a more rigorous course load earlier in their high school career than prior to entering the Charter for flexibility in their schedules for their junior and senior year. Most take seven or more classes per semester
- Students with IEP's and who are Low SES have had an increased opportunity for participation in college. Both are finding success at the college level as a result of the charter participation.
- All interviewees, including Charter and Non-Charter students, high school and college faculty, and advisory members feel the Charter is good for students, families, and the West Central School District. Numerous individuals referenced the support of the school board and administration for their commitment to maintaining the Charter.

The Charter Advisory Committee has a good understanding of the requirements of the Charter, the responsibilities of the Advisory Committee to the Charter, and a high degree of confidence in the leadership and administration at both NICC and West Central. The group operates independently from the school BOD; the Superintendent is responsible for communicating between the advisory committee and BOD.

PRESCOTT ELEMENTARY CHARTER SCHOOL (REPORT SUBMITTED BY DISTRICT)

School Information

Name of Charter: Prescott Elementary School

District Name and Address: Dubuque Community School District
2300 Chaney Road
Dubuque, Iowa 52001

Superintendent's Name: Stan Rheingans

Person Completing the Report: Chris McCarron, Principal cmccarron@dubuque.k12.ia.us

Date of Submission: November 1, 2015

Mission Statement: The members of the Prescott Learning Community will empower each child to achieve to his/her highest potential and to become strong contributing members of the community.

What year was the school chartered? 2006

- If the charter has been renewed, what year? August, 2010 and March of 2014

Number of students enrolled in the Charter? 276 PK-5th

Student Demographics:

Grade levels and numbers of students:

PK-35, K-40, 1st-40, 2nd-43, 3rd- 43, 4th-36, 5th-39

Subgroups and numbers in each category:

- Race- 57% (White 43%, Black 30%, Pacific Islander 7%, Bi-racial 11%)
- Socio-economic status – 81% (76% Free, 5% Reduced)
- IEP- 27 % (75 Students)
- Gender- 141 % Male 126 % Female
- ELL -8% (21 students)

Questionnaire

Parent Choice: Each year, the Prescott Charter School enrollment period is advertised on the DCSD website and on the local television channel. It explains the enrollment process and welcomes all families from across the district to attend Prescott School. As each parent begins the enrollment process at Prescott, the charter school instructional design is shared with the parents, and they are told that they have the option of enrolling in the charter school, or may be assigned to another Dubuque Community School District Elementary School. Also, each year, because of our SINA designation, parents who have students

enrolled at Prescott receive a letter in the US mail explaining to them their options for enrollment.

Number of full-time teachers and administrators: **36**

Highlights for the Year

Summary of the highlights from the year:

This school year, Prescott has focused on becoming stronger and analyzing formative student data and using the analysis to change instructional practices. We have participated in professional development sessions on the Collaborative Inquiry Model and used the Data Driven Dialogue Protocol as a common protocol to analyze student work.

Our school leadership team first learned and practiced the procedure using school-wide data. Our leadership team then then taught the protocol to our staff and provided them with opportunities to practice. Once the teachers were comfortable with the process, grade levels participated in the process using student work from their classrooms. A member of the leadership team was assigned to each grade level as a support.

This protocol allowed us all to be more systematic in regards to student work analysis. We all had a common procedure and language when talking about student work. The process helped us to be able to write stronger initial learning targets that were more clear and concise.

Our school is an Expeditionary Learning School for the Arts.

Expeditionary Learning

- Curriculum is taught through multi-disciplinary in-depth learning units called expeditions. Through these expeditions, all standards and benchmarks are taught to the students.
- Each grade embarks on three learning expeditions per year.
- Active student engagement is encouraged through hands-on learning experiences.
- Emphasis is placed on bringing experts into the classroom and taking students out into the community to learn in the natural setting.
- Service is a part of each expedition.
- Learning celebrations take place at the end of each expedition so that students can share their learning with a public audience. Parents, families, friends and community members attend these celebrations.

Arts Emphasis

- The visual arts, drama, music, and dance are incorporated in expeditions.
- During each expedition, there is a primary arts focus that is supported by the art specialist. The art, music and movement teacher are assigned to a grade for a trimester expedition. The three expeditions each have a different arts focus.
- General education teachers and art specialists co-teach lessons.
- Students have the opportunity to learn in a fully-equipped music keyboard lab.
- Before- and after-school programs are offered in the arts.

- A Rise and Shine program which provides enrichment classes for all K-1, 2-3 and 4, 5 are offered for students before the start of the day. These class begin 45 minutes before the start of the day. This has been one measure to address tardies.

Climate and Culture

- Teachers loop with students for a two-year connection with students and families. Teachers stay with students for Kindergarten/1st, 2nd /3rd and 4th /5th.
- Each day, all classes in the school begin the day with a morning meeting. All support staff are included in the morning meeting on a rotating basis. In the morning meeting, students are engaged in activities designed to build a strong school culture, teach social skills, and welcome and greet the students
- There is a common set of school expectations called the “Prescott Promise.” The specifics of the Prescott Promise are described, and examples provided for each of the common areas of the school.
- The *10 Expeditionary Learning Design Principles* are emphasized.
- The staff of Prescott collaborated to create a character and social skill continuum for our students. For each stage of the continuum, specific strategies are suggested for the teacher to encourage movement along the continuum, thus making students stronger citizens.

Co-teaching

- General education teachers and special education teacher co-teach so that all students benefit and most special education services can be delivered in the general education setting.
- Co-teaching allows us to fully- integrated students with behavioral needs as well as the continuum of students with cognitive disabilities.
- All students identify both the general education teacher and the special education teacher as their own teachers. There is no distinction between the two staff.
- Surveys from parents indicate a strong preference for this model of services. This was true for both parents of typically developing students as well as students with special needs.

PRESCOTT ELEMENTARY CHARTER SCHOOL GOALS AND PROGRESS

GOAL 1: Increase student achievement in **reading** on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.

PROGRESS: We continue to make slow, steady progress in the area of reading. Both ITP and MAP provide evidence of this growth. The data below demonstrates the progress that has been made throughout out years as a charter school. Even though we are above where we were when we began as a charter, our growth in reading has begun to slow and become inconsistent across the grade levels. Because of that, we are altering our schedule to increase the literacy block.

(In the school year of 2011-2012, the ITBS test was renormed and renamed to become the Iowa Test of Progress. This changed could have impacted the data.)

GOAL 2: Increase student achievement in **math** on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.

PROGRESS: We continue to make slow and steady progress in math. As we examine the change in performance from the beginning of the charter school until this year, we see that there each grade level we accelerate scores more, thus closing the achievement gap.

GOAL 3: Increase student achievement in **science** on an annual basis to make continual progress towards meeting the annual yearly targets determined by the Iowa Department of Education.

PROGRESS: We continue to make steady growth in science. The ITP scores provide evidence of this growth. We have made the most growth in the content area of science verses the other content areas.

GOAL 4: Increase student achievement in **social studies** on an annual basis.

PROGRESS: The progress in social studies has been slow and steady.

GOAL 5: Increase student involvement with and **staff implementation of the Expeditionary Learning** Core Practices and Design Principles.

PROGRESS: We have deepened the implementation of Expeditionary Learning by creating a PK-5 expedition curriculum map that aligns with the Iowa Core and provides both a horizontal articulation and a vertical continuum. We have increased the opportunities that teachers have to observe each other, provide feedback to each other and collaboratively plan. The reflections completed at the end of an observation indicated strong implementation of the EL components.

A new Expeditionary Learning Implementation Review was created last year. All planning guides are shared and public to be accountable to

The review rates each of the following areas between 1 and 5. 1 is initial implementation and 5 is exemplary implementation. Our scores were as follows:

- Curriculum 3.3
- Instruction 3.7
- Assessment 3.4
- Culture and Character 3.5
- Leadership 4.4

Other progress toward this goal:

- A curriculum map for all grade level expeditions has been created.
- Professional development has been provided in a variety of areas and instructional protocols focused on increasing student engagement and monitored implementation.
- Each grade level team has participated in three half-day collaborative planning sessions to refine the learning expeditions throughout the year.
- Our learning expeditions are not only more closely aligned with the Core, but we have also deepened our knowledge and skill in writing meaningful formative and summative assessments.

GOAL 6: Increase student participation in the visual and performing arts.

PROGRESS: The number of students participating in arts programming has increased since the beginning of the charter. Prior to the charter school opening there were no after-school programs in the arts.

- We have a before-school arts program that averages 50 students per day.
- All expeditions have an infused component of the arts.
- A variety of partnership within the community, individual donors and other donations provide the financial support for the enrichment classes that occur in the arts.
- Soup Luncheon: The students of Prescott put on an annual Soup Luncheon for members of the community. During the luncheon, a variety of music groups perform and a student art show is held. Money raised through the luncheon is used to support the arts program.
- Paper Dress Show: Each year as part of the 4th grade expedition on the human body, our students host a Paper Dress Show. Students designed paper dresses to model on a runway during a fashion show. This has become an annual event for the last 4 years. Now the entire school district is invited to participate. This year a Skype opportunity was added to enable students from different grade levels to work together.
- Prescott PanrythmiXs: This is the school's steel drum band. This group is sponsored by the Dubuque Drum and Bugle Corps. Students perform at various community events throughout the city. Since students have left us and move on to the middle school, they have expressed a desire to continue with the steel band. Our music teacher has begun a steel band ensemble for the students in middle school so they can continue with art form.
- We have increased the opportunities for students to have experiences in drama. For two years we have performed an all-school musical. Students in grades K-5 have an opportunity to participate in this production together. This past year, 130 students participated. We also have a 5th grade play about American History and a 1st grade play about Fairy Tales.

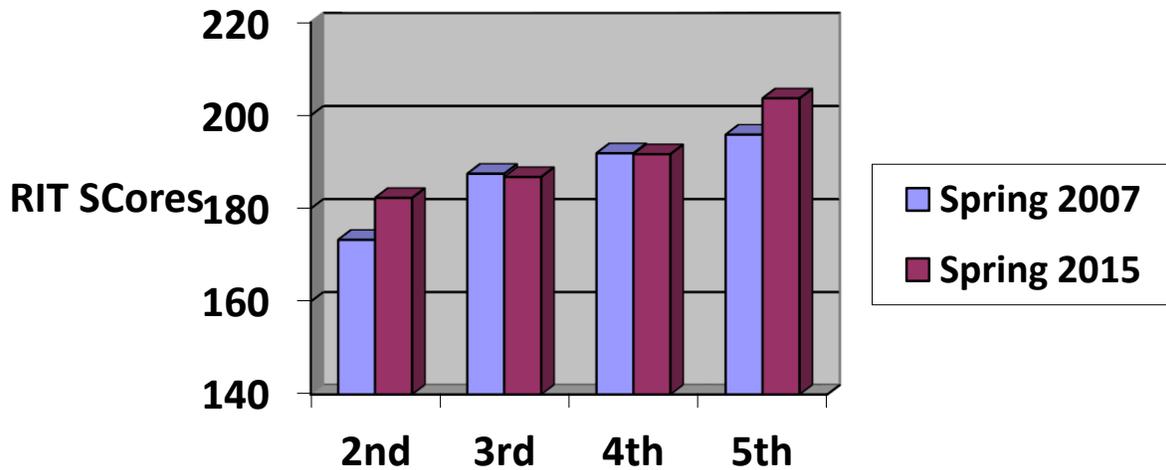
Student Achievement Data

READING Measures of Academic Performance (MAP)

**Comparison of 2007(End of first year of charter) –
Spring of 2015**

(Average RIT Score at each Grade Level)

READING - MAP AVERAGE RIT SCORES

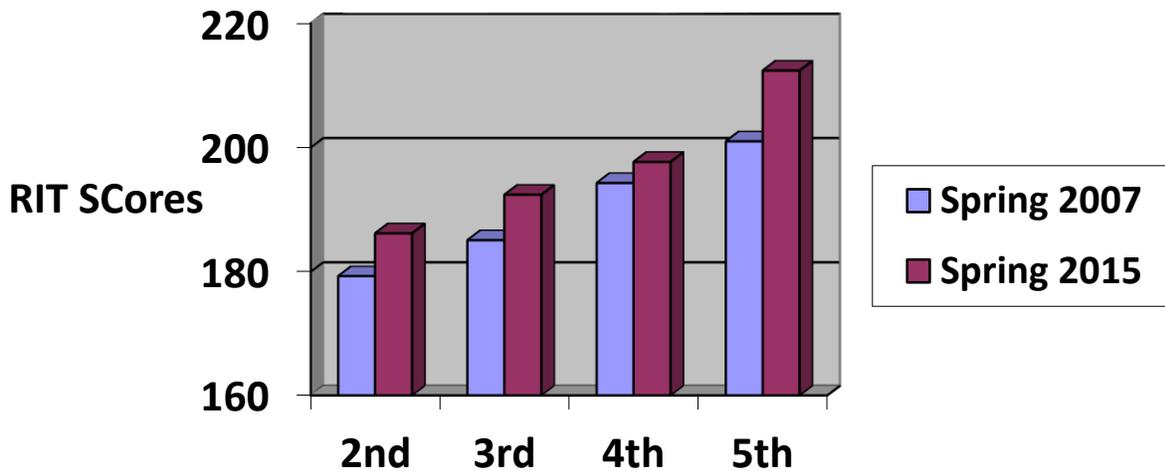


MATH Measures of Academic Performance Comparison (MAP)

**Comparison of 2007(End of first year of charter) –
Spring of 2015**

(Average RIT Score at Each Grade Level)

Math - MAP AVERAGE RIT SCORES



Our district did a comparison of each of the 13 elementary schools and their percentage of increase in students meeting their RIT growth target on MAP from the 2006-2007 school year until the 2012-2013 school year. Prescott had the highest percentage of growth of all of the elementary schools in both reading and math.

Reading

Increase of 12.1% - 2nd highest growth of all of the elementary schools in the district for the same period of time.

Math

Increase of 22.4%- Highest growth of all elementary schools in the district for the same amount of time.

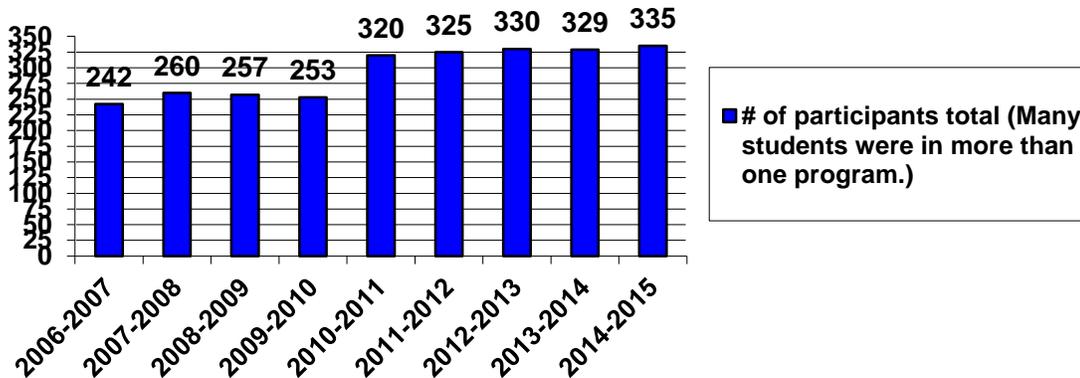
1st Grade Title 1 Data

We had the lowest scores of all the Title 1 buildings when the charter opened. We now have the highest scores.

We had the highest increase in the percentage of students reaching grade level expectations. We had a growth of 28.2%.

Longitudinal Progress of Title Building Spring Scores					
	School A	School B	School C	School D	Prescott
06-07	69.4	47.6	46.3	75.6	46.2
07-08	74.5	84.4	70.5	74.4	63.4
08-09	63.0	63.3	63.3	85.7	62.9
09-10	58.3	73.7	59.7	84.4	70.3
10-11	54.8	59.6	71.1	79.5	66.7
11-12	55.6	75.6	71.4	85.0	55.1
12-13	67.7	61.9	62.0	74.0	74.4
Difference	-1.7	+14.3	+15.7	-1.6	+28.2

Student Participation in Arts Programming



OTHER TEACHER RETENTION

Progress: The first year after we opened as a charter school, a large number of teachers left Prescott. Nearly 40% of the teachers left. These were teachers who had been with us during the transition from a traditional school to a charter school. Despite being part of the decision making, after a year of the Charter School model, they selected to transfer to other more traditional schools. Since then, we have continued to retain more teachers. More teachers were making a purposeful decision regarding the type of instruction and the commitment to the implementation of the charter design until this year.

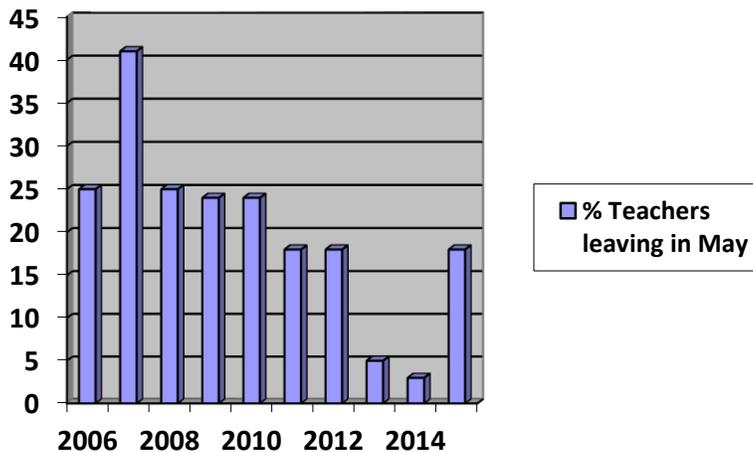
This year, we had a significant increase in the number of teachers who left Prescott at the end of this school year, compared to the past two years. There were a variety of reasons that staff left:

- Staying at home to parent
- Retirement
- Relocation
- 2 Transferred to a different school
- Program was moved to a different building
- Transferred to a district leadership position.

In addition to just recording the percentage of teachers leaving, the Advisory Council began an exit interview with staff to gain further information about their work perceptions of working at Prescott.

The upcoming 2015-2016 school year will need to be a rebuilding year for our school.

TEACHER RETENTION DATA



ATTENDANCE RATE FOR STUDENTS: 95% for 2014-2015

Program Evaluation

How is the charter school program evaluated?

- a. The charter was evaluated by Linda Munger for the first four years and an external report was sent to the state at the end of each of those years. The cost of this evaluation was covered through the charter grant. Now that these funds are no longer available, she has not completed an evaluation since 2009.
- b. Our implementation of Expeditionary Learning is completed by our Expeditionary Learning School Designers. The EL school designer also works with our staff to align professional development with the goals and needs of our building to increase the quality of our implementation.

- c. Each year, our school submits a SINA plan to the Iowa Department of Education. That plan matches and is aligned with our charter school plan. An external evaluator from the Iowa Department of Education reviews our plan and our progress and provides feedback to our school each spring in the form of an external report.
- d. Each year as part of the SINA process, our school improvement plan undergoes a peer review by another other schools. This past year, our staff presented our plan and progress to the leadership teams of five Dubuque Schools who all had all been identified as a SINA school.
- e. We work collaboratively with the Dubuque Community School's District staff. Although we may have a different instructional design as a charter school, the curriculum staff of the district offer us support and feedback regarding our progress toward the Iowa Core Standards.
- f. Because of our SINA restructuring plan, representatives from our district meet with our leadership team to help us to review and structure our work in student improvement.
- g. The Advisory Council meets monthly. The Council reviews progress toward the goals and provides an external perspective regarding our work.

Is the charter school successful?

- a. Prescott is making slow and steady growth in all identified academic areas as well as in increasing opportunities in the arts for our students. Despite increasing number of low SES students, IEP students, ELL students and a more diverse population, the progress has been gradual and steady. The charter school instructional design is making a positive impact upon student performance.
- b. Parents completed a survey year and when asked why they continue to choose Prescott as their school home, parent's greatest response was the Expeditionary Learning structures and the co-teaching.
- c. This past year, we presented our data and the story of the progress of our school since we became a charter school. We presented to the local school board, parents, the Advisory Council and to the Iowa State Board of Education. From all of these different groups we received high compliments for our accomplishments. The members of the Iowa State Board of Education said that we were "models of what a charter school should be, and encouraged us to share with others what we are learning and doing."

STORM LAKE/IOWA CENTRAL/BUENA VISTA EARLY COLLEGE CHARTER SCHOOL (REPORT SUBMITTED BY DISTRICT)

School Information

Name of Charter: Storm Lake/Iowa Central/Buena Vista Early College Charter High School

District Name and Address: Storm Lake Community School District, 419 Lake Ave. Storm Lake, IA 50588

Superintendent's Name: Dr. Carl Turner

Persons Completing Report:

Beau Ruleaux, High School Principal, bruleaux@slcsd.org
 Brittany Hill, bhill@slcsd.org

Date of Submission: October 2nd, 2015

Mission Statement: The mission of the Early College Charter High School Program would be to make higher education more accessible, affordable, and attractive to all students and especially those who did not see a college degree in their future due to language and/or economic barriers, and, thereby help to increase Storm Lake's high school graduation and successful college completion rates for all of its graduates and especially a portion of its most disadvantaged youth.

What year was this school chartered? 2005

Number of students enrolled in the charter school: 58

Student demographics:

Table 1: Student Demographics:

	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
First Generation	46	78	63	71	52	88	77	87	60	71	61	87	37	75	49	89	25	76	39	67
Low SES	36	61	53	60	32	54	57	64	45	54	61	87	11	22	20	36	13	39	29	50
ELL/ESL	49	83	68	76	42	71	55	73	66	79	57	81	26	53	16	29	3	9	3	5
Special Education	No Data	No Data	No Data	No Data	4	7	6	7	5	6	5	7	7	14	2	4	1	3	1	2%
Asian	4	7	7	8	4	7		6	10	12	16	23	4	8	3	5	8	24	2	3
African-American	1	1	3	3	0	0	3	3	3	4	0	0	1	2	3	5	1	3	1	2

Hispanic	46	78	57	64	38	64	56	63	60	71	43	61	29	59	35	64	18	55	46	79 %
Total Non-Caucasian	51	86	67	75	42	71	64	72	73	87	59	84	37	75	41	75	24	73	49	84
Males	27	46	41	46	25	42	40	45	44	52	29	41	31	63	29	53	21	64	25	43
Females	32	54	48	54	34	58	49	55	40	48	41	59	18	37	28	51	11	33	33	57
Juniors	36	61																		
Seniors	19	32	41	46																
Charter 1	4	7	44	50	38	64	57	64	52	63	70	100	49	100	55	100	33	100	58	100
Charter 2	NA		4	4	19	32	28	33	29	36	0	NA	NA	NA	NA	NA	NA	NA	NA	NA
Charter 3	NA		NA		2	3	4	4.50	3	4	0	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Enrolled Charter	59		89		59		89		84		70		49		55		33		58	

Questionnaire

Explain how parents in the district are offered a choice between the charter school and another school.

All students and their parents are given a choice between participation in the traditional high school and the opportunity to apply for and participate in the charter high school. They are then given the opportunity to choose between graduating and continuing on in the charter high school for their final year. These options were discussed at parent meetings which were held on October 28th and October 30th, 2014 as well as March 24th and March 26th, 2015.

How many teachers and administrators does the charter school employ?

Ten teachers at SLHS teach charter courses for a total of 3.125 FTE. The high school principal and charter advisor also oversees charter. Additionally, SLCSO contracts with outside agencies/colleges to provide other career/technical education.

Highlights for the Year

This year, **four students** completed their program of study. **One** student completed the carpentry diploma program, **one** student completed their Accounting Assistant Diploma and **two** students obtained their AA degree (both are moving on to Iowa State). One student completed basic training for the U.S. Marines while attending college and will join 44 other students who chose to continue on with their education and pursue a 2-year or 4-year program at their own expense.

Additionally, there were 8 students who completed their program of study from the previous charter year (2013-2014). One student earned their diploma in Welding and one student in Auto Collision. One student finished her Associates Degree in Nursing

and transferred to the University of Iowa; four students completed their Associates of Applied Science degree, three in Auto Technology and one in Graphics Technology and one student finished with her Associates of Art degree and transferred to University of Northern Iowa.

The recorded credit count for charter students as of the 2012-2013 renewal was 10,452 credits earned since the program's inception in 2005. Over the last two years the number has increased to 12,934 credits earned. This is a tremendous highlight and reflects the hard work of these students and the success of the program. Such results could point to a higher skilled workforce and have a positive impact on local economies.

Goal Reporting

Goal 1: Increase the number of first-generation, Low SES, ELL and Non-Caucasian students attaining advanced postsecondary degrees/certificates or college credits.

Rationale: As shown in Table 2, the overall number of students attaining a degree or certification has remained steady over the last few years. However the program is seeing more students enroll and attain college credit for the first time or is building upon college credit taken in High School. The program is seeing a steady increase in participants and a steady increase in students who are obtaining their Associates Degree in just one year of Charter. The subgroups of this category are broken down below.

Table 2

	2010-2011 # of students attaining degrees or certification		2010-2011 # of students attaining college credit		2010-2011 Total		2011-2012 # of students attaining degrees or certification		2011-2012 # of students attaining college credit		2011-2012 Total		2012-2013 # of students attaining degrees or certification		2012-2013 # of students attaining college credit		2012-2013 Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
First Generation	13	9%	52	74%	61	87%	3	6%	30	61%	37	75%	2	3%	38	69%	49	89%
Low SES	10	7%	54	77%	61	87%	1	2%	10	20%	11	22%	1	2%	14	25%	20	36%
ELL/ESL	10	7%	50	71%	57	81%	2	4%	22	45%	26	53%	2	3%	27	49%	16	29%
Special Education	10	1%	4	5%	5	7%	1	2%	6	12%	7	14%	0	0%	1	2%	2	3%
Asian	4	3%	13	19%	16	23%	0	0%	4	8%	4	8%	0	0%	2	3%	3	5%
African American	0	0%	0	0%	0	0%	0	0%	1	2%	1	2%	0	0%	0	0%	3	5%

Hispanic	13	6%	37	53%	43	61%	2	4%	24	49%	29	59%	1	2%	30	55%	35	64%
Total Non-Caucasian	8	9%	50	71%	59	84%	2	4%	31	63%	37	75%	2	3%	33	60%	41	75%
Males	10	7%	22	31%	29	41%	5	10%	22	45%	31	63%	1	2%	22	40%	29	53%
Females	8	6%	35	50%	41	59%	0	0%	17	34%	18	37%	1	2%	23	42%	28	51%

Table 2 Continued

	2013-2014 # of students attaining degrees or certificatio n		2013-2014 # of students attaining college credit		2013-2014 Total		2014-2015 # of students attaining degrees or certificatio n		2014-2015 # of students attaining college credit		2014-2015 Total	
	Nu mbe r	Per cent	Nu mbe r	Per cent	Nu mbe r	Per cent	Nu mbe r	Per cent	Nu mbe r	Per cent	Nu mbe r	Per cent
First Generation	3	9%	24	73%	25	76%	3	5%	32	55%	39	67%
Low SES	1	3%	12	36%	13	39%	0	0	23	40%	29	50%
ELL/ESL	0	0	3	9%	3	9%	0	0	3	5%	3	5%
Special Education	1	3%	1	3%	1	3%	1	2%	1	2%	1	2%
Asian	2	6%	8	24%	8	24%	0	0	1	2%	2	3%
African American	0	0	1	9%	1	9%	0	0	1	2%	1	2%
Hispanic	1	9%	17	52%	18	55%	3	5%	39	67%	46	79%
Total Non-Caucasian	3	9%	3	9%	24	73%	0	0	3	5%	5	9%
Males	4	12%	21	63%	22	66%	2	3%	20	34%	25	43%
Females	2	6%	11	33%	11	33%	2	3%	29	50%	33	57%

Goal 2: Provide a more rigorous/relevant college/prep curriculum.

Rationale: The number of concurrent enrollment courses increased again in 2014-2015. As shown in Table 3, there were 78 possible FlexNet or PSEO courses that a Storm Lake High School student could enroll. Table 4 shows the number and percentage of juniors and seniors who enrolled in these courses.

Table 3

Number of College Credit Course Offerings at Storm Lake High School										
2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
31	43	45	53	49	38	35	42	39	58	78

Table 4

Class	11th Grade	Percentage of Juniors	12th Grade	Percentage of Seniors
Abnormal Psychology	1	0.7%	5	3%
Accounting Foundations	0	0	12	7%
Addictive Disease Concepts	0	0	1	0.6%
American Diversity	1	0.7%	0	0
American National Gov't	0	0	25	15%
Auto I	8	6%	15	9%
Auto II	0	0	8	5%
Auto Electrical I	0	0	8	5%
Auto Lab I	0	0	8	5%
Auto Maintenance	7	5%	8	5%
Basic Presentation Software	3	2%	4	2.4%
Basic Spreadsheets	3	2%	4	2.4%
Basic Word Processing	3	2%	4	2.4%
Body & Structure Function	0	0	8	5%
Brake System	8	6%	15	9%
Building Trades I	6	4%	6	4%
Building Trades II	0	0	4	2.4%
Business Math	3	2%	14	8%
Calculus I	0	0	4	2.4%

Calculus II	0	0	0	0
Calculus III	0	0	0	0
Calculus IV	0	0	0	0
Ceramics	6	4%	14	8%
Composition I	20	14%	36	21%
Composition II	18	13%	29	17%
Computer Accounting	5	3.5%	1	0.6%
Computer Science I	2	1%	0	0
Computer Science II	1	0.7%	0	0
Contemporary Health Issues	0	0	1	0.6%
Cosmetology	0	0	11	6.5%
CNA	5	3.5%	13	8%
Criminal Investigating	0	0	0	0
Criminology	0	0	2	1.2%
Defense Tactics	1	0.7%	0	0
Developmental Psych	5	3.5%	8	5%
Diesel Tech	0	0	8	5%
Elementary Chinese	0	0	1	0.6%
Elementary Chinese II	0	0	0	0
Elementary German	1	0.7%	0	0
Elementary German II	1	0.7%	0	0
Elementary Japanese	4	3%	0	0
Elements of Writing	0	0	1	0.6%
Engine Repair	8	6%	16	9%
Environmental Science	0	0	0	0
Graphic Design II	6	4%	6	3.5%
Human Relations	4	3%	45	26.5%
Intermediate Japanese	1	0.7%	0	0
Intro Accounting	5	3.5%	3	2%
Intro to Business	0	0	1	0.6%

Intro to Childcare	3	2%	4	2.4%
Intro to Childcare Lab	3	2%	4	2.4%
Intro to Computers	0	0	2	1.2%
Intro to Education	0	0	0	0
Intro to Health Care	3	2%	5	3%
Intro to Information Tech	2	1%	0	0
Intro to Literature	0	0	25	15%
Intro to Psychology	39	27.5%	44	26%
Intro to Religion	1	0.7%	5	3%
Intro to Transmission	8	6%	16	9%
Latin American History	0	0	0	0
Marriage & Family	0	0	2	1.2%
Math for Liberal Arts	0	0	0	0
Medical Terminology	2	1%	8	5%
Minority Group Relations	0	0	2	1.2%
Modern Asian History	0	0	0	0
Nutrition	3	2%	5	3%
Office Calculators	0	0	0	0
Office Procedures	0	0	0	0
Photography	12	8.5%	7	4%
Principles of Microeconomics	0	0	0	0
Public Speaking	0	0	9	5%
Russian History & Culture	0	0	0	0
Sociology	9	6%	16	9%
Social Problems	0	0	1	0.6%
Statistics	0	0	19	11%
Technical Math	0	0	5	3%

U.S. History Since 1877	0	0	1	0.6%
Welding	4	3%	13	8%

Goal 3: Raise ITED/Iowa Assessment scores in Reading, Math, and Science

Rationale: The school district started using the Iowa Assessment instead of the ITED during the 2011-2012 academic year, thus serves as our baseline data. As shown in Table 5, during 2014-2015 the percentage of students proficient in Reading, Math, and Science increased from the previous year. However, in closer examination of the subgroups, it indicates a decline in proficient students in these areas. As requested by the State Board, the MAPs (Measures of Academic Progress) assessment is being used to indicate/measure student growth. Table 6 shows Fall 2014 and Spring 2015 mean RIT (short for Rasch Unit and is an estimation of a student's instructional level and also measures student progress or growth in school) scores as well as overall growth in the areas of Reading, Math, and Science. The data indicates that students average RIT scores grew during the 2014-2015 school year.

Table 5

Iowa Assessment 11th Grade Percent Proficient - School Wide Data											
ITED Results	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Reading	67	66	70	66	72.3	63.5	65.2	64.7	62.3	66.1	71
Math	65	71	67	67	65	66.4	58.2	57.7	60.9	69.6	78
Science	67	68	66	75	79.4	65.9	71.1	61.3	67.1	66.6	69
Iowa Assessment 11th Grade Percent Proficient - Sub Group Data											
READING											
Hispanic	38	39	53	51	63	48.1	53.4	61.1	62.8	64.6	63
Asian	79	47	71	56	65	75	28.6	55	26.9	42.9	50
Caucasian	84	87	85	90	80.9	80	93	76.5	82.9	87.5	90
ELL	46	41	53	51	63.5	50	49	23.7	16.6	12.1	8
Low SES	44	46	62	60	62.7	50	49	61.2	52	59.1	64
MATH											
Hispanic	45	55	46	58	54.3	57.4	50	50.7	61.5	63.3	73
Asian	57	53	59	61	60	65	40	65	42.3	71.4	56

Caucasian	81	82	86	80	75.9	81.8	77.2	66	77.1	87.5	95
ELL	59	60	60	57	55.6	17.9	28.9	28.2	28.6	39.4	28
Low SES	66	50	64	62	56.9	56.1	46.2	55.2	55.1	62.6	73
SCIENCE											
Hispanic	47	43	49	63	73.9	57.7	61.6	65.3	69.2	60.8	61
Asian	64	58	35	61	30	70	46.7	60	38.5	50	50
Caucasian	80	86	84	93	86.1	80	94.7	56.9	80	87.5	95
ELL	48	46	41	63	71.4	25.9	35.6	39.5	26.2	30.3	16
Low SES	57	53	55	74	72.5	51.6	59	63.3	62.2	60	61

Table 6

MAPs Results	Fall 2014 Mean RIT score	Spring 2015 Mean RIT score	Observed Growth
Reading	223.1	223.9	0.8
Math	236.3	239.4	3.1
Science	215.4	216.7	1.3

Goal 4: Increase the number of dual-credit/concurrent enrollment credit earned.

Rationale: Table 7 shows that there was a significant increase in the number of concurrent enrollment credits earned during high school as well as after high school. In comparison of last year, the number of college credits earned after high school increase 20% whereas the number of credits earned in four years of high school increased 36%. This could be attributed to the increased enrollment into the charter program as well as more students being eligible to take college level courses while in High School. Table 8 shows the breakdown of these credits obtained by these various subgroups.

Table 7

Table 8

Number of College Credits Earned after Four Years of High School									
2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
102	788	1664	1894	3130	1197	790	887	846.5	1016
Number of College Credits Earned during Four Years of High School									
		1553*	1716*	2153	1035	582	631	372	505

***Note; beginning with Charter School Class of 2007-2008, we began tracking the college credit earned during the traditional four years of high school as well as the credits earned after the traditional four years of high school. We recognize that many of our Charter High School students are making significant progress in their Charter Program of study while they enrolled strictly in the high school setting.**

Subgroups of Credits Earned 2014-2015	In Traditional High School	Outside of Traditional High School	Total 2014-2015
First Generation	280	636	916
Low SES	195	437	632
ELL	14	40	54
Non-Caucasian	361	768	1129
Caucasian	481	957	1438

Goal 5: All students will have individual learning plans.

Rationale: All students entering the Charter program will have an individual learning plan mapped out with the Charter Counselor and other Iowa Central Community College officials. The Charter Counselor holds monthly Charter meetings, informational meetings during parent-teacher conferences, and one-on-one appointments as needed throughout the year to adjust or revise these plans. It is thought that as the result of consistency in the program and student outreach, a positive growth in students completing and obtaining college credit can be seen. Table 9 shows the number of Charter students who completed their program of study as well as the number of students who obtained college credit and continued on to a 2 or 4 year college or university.

Table 9

COMPLETERS										
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Program Completers *	0	1	8	39	22*	13	5	2	6	4
Charter Credits**	0	1	1	18	36*	20	39	53	21	45
<p>* These students completed their program of study and earned their degree. **These students will remain enrolled in college but beginning in 2015 but will no longer be considered part of the Charter. Some of these students are also gainfully employed.</p>										

Dropout rate (secondary only)

7-12 Dropout Rate	
2004-2005	.937%
2005-2006	2.00%
2006-2007	2.53%
2007-2008	2.23%
2008-2009	4.25%
2009-2010	2.52%
2010-2011	3.42%
2011-2012	2.80%
2012-2013	2.19%
2013-2014	2.35%